



## *Internal/External Reviews*

*Performance Period July 2006-September 2006*

### Introduction

Internal Reviews or External Case-Based Reviews were conducted in ten complexes during the first quarter of fiscal year 2007 (July 2006-September 2006). Reviews conducted this quarter marked the beginning of the fifth year of internal implementation of Hawaii's system for examining the performance of local service systems in providing services and supports for students with special needs. This report provides data regarding the results of the reviews conducted during the quarter. The goal is that all complexes will achieve the performance goal of 85% of students reviewed having acceptable child status and system performance in the complex review.

A number of changes to the Review process were implemented beginning this year. Complexes were divided into two groups. The first group is conducting an Internal Case-based Review using reviewers primarily from the complex to conduct self-examination of practice and performance. The second group is receiving an External Case-Based Review, where reviewers are primarily deployed by the State Offices of the Department of Education and representing the Child and Adolescent Mental Health Division, and not from the complex under review. This year's baseline results will then be used to implement DOE's monitoring of the complexes as part of a broader system of data collection about the performance of the complex in context of IDEA compliance. A full description of how the Case-Based Reviews are part of DOE's Continuous Integrated Monitoring and Improvement Process can be found on the next several pages of this report.

Of the ten complexes reviewed in the quarter seven complexes had External Case-Based Reviews conducted, and three conducted their own Internal Reviews. The results of the reviews, along with other performance data will be used to determine the overall level of performance of the Complex, and any necessary actions on the part of the Complex as outlined in the memorandum from the Superintendent that is attached to this report.

The changes in the Case-Based Review process and the broader continuous improvement process that DOE is now engaged in is seen as a positive evolution in the State's monitoring and accountability system. Case-Based Reviews have been a powerful vehicle for making adjustments to practice in both the Departments of Health and Education, and have been fully integrated into both CAMHD's and DOE's monitoring systems. The challenge will be to ensure the integrity of the process and full interagency and community partnerships as the systems continue to evolve.



STATE OF HAWAII  
DEPARTMENT OF EDUCATION  
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OFFICE OF THE SUPERINTENDENT

August 17, 2006

TO: Complex Area Superintendents, District Educational Specialists, School Renewal Specialists, Principals, and Public Charter School Administrators

FROM: Patricia Hamamoto, Superintendent

SUBJECT: Refinements to the Continuous Integrated Monitoring and Improvement Process (CIMIP)

The Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004): PL 108-446, Section 616, requires the State to monitor the implementation of IDEA 2004. The focus of the monitoring activities is on improving educational results and functional outcomes for all students with disabilities and ensuring that the state is meeting the requirements under IDEA 2004.

The Special Education Services Branch (SESB) will implement a monitoring process that analyzes results and implements improvement plans. The data collected on four (4) areas will be utilized to determine the level of state oversight for a complex in School Year 2007-2008. These four (4) areas and the benchmarks are:

1. Results from the Case-Based Reviews (85% or better on Child Status and System Performance);
2. Results from the Student File Review-Focused Checklist (90% on Individualized Education Program (IEP), Identification and Procedural Safeguards;
3. Monthly special education data for the complex (established benchmarks for IEP current, 60-day timeline, service gaps, and three (3) year re-evaluations in eight (8) out of ten (10) months - August 2006 through May 2007 or the last five (5) consecutive reporting periods - January 2007 through May 2007); and
4. No Child Left Behind benchmark for the participation rate of special education students in reading and math (met the participation rate in School Year 2005-2006).

Data from School Year 2006-2007 will be used by the SESB to determine the level of oversight according to the following criteria:

- Level 3: Meets benchmarks in four (4) areas
- Level 2: Meets benchmarks in any three (3) areas
- Level 1: Meets benchmarks in any two (2) or less areas

Complexes in **Level 3** will be responsible for evaluating their own performance, creating and implementing improvement plans, and monitoring the results for students on a regular basis. The complex will be required to submit an annual Sustainability Report by April 30, 2008 to Dr. Paul Ban, Director of Special Education Services Branch, with evidence and an explanation of any progress and/or slippage on their monthly special education data, participation rate for Hawaii State Assessment (HSA), and implementation of their improvement activities developed after their last Case-Based Review and Student File Review-Focused Checklist. SESB will continue to monitor the complex's special education data monthly and HSA data annually. District and state technical assistance will be provided if the complex demonstrates the inability to meet the benchmarks for the monthly special education data and/or the benchmark for participation of special



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education students in the HSA. The complex will be scheduled for an external monitoring in School Year 2010-2011 which will include an external Case-Based Review and Student File Review-Focused Checklist.

Complexes in **Level 2** will have a focused monitoring, depending on the following need areas:

- If the need area is the Case-Based Review, there will be an internal Case-Based Review conducted in School Year 2007-2008;
- If the need area is the Student File Review-Focused Checklist, the complex will select random IEPs to be reviewed using the checklist;
- If the need area is the monthly special education data, the complex will submit evidence that the data benchmarks are being met or identify the cause(s) and strategic action(s) to address the issue(s); and
- If the need area is the HSA data, the complex will submit evidence that the participation rate for special education students has met the benchmark or identifies the cause(s) and strategic action(s) to address the issue.

The SESB will monitor the special education data monthly and HSA data annually. District and state technical assistance will be provided if the complex demonstrates the inability to meet the benchmarks in any of the four (4) areas. The complex will be required to submit an annual Sustainability Report by April 30, 2008 to Dr. Paul Ban, with evidence and an explanation of any progress and/or slippage on their monthly special education data, participation rate for Hawaii State Assessment (HSA), and implementation of their improvement activities developed after their last Case-Based Review and Student File Review-Focused Checklist. The complex will be scheduled for an external monitoring in School Year 2009-2010 which will include an external Case-Based Review and Student File Review-Focused Checklist.

Complexes in **Level 1** will receive district and state technical assistance to determine causes and actions for improvement. The complex will submit a plan of action to Dr. Paul Ban, by September 30, 2007. The complex will be scheduled for an external monitoring in School Year 2007-2008 which will include an external Case-Based Review and Student File Review-Focused Checklist.

The attached CIMIP Cycle is a visual presentation of the levels of oversight.

If there are any questions, please call Ms. Gail Masui, Educational Specialist, Special Education Section, at (808) 733-4838 or Ms. Anne Kokubun, Educational Specialist, Special Education Section, at (808) 733-4832.

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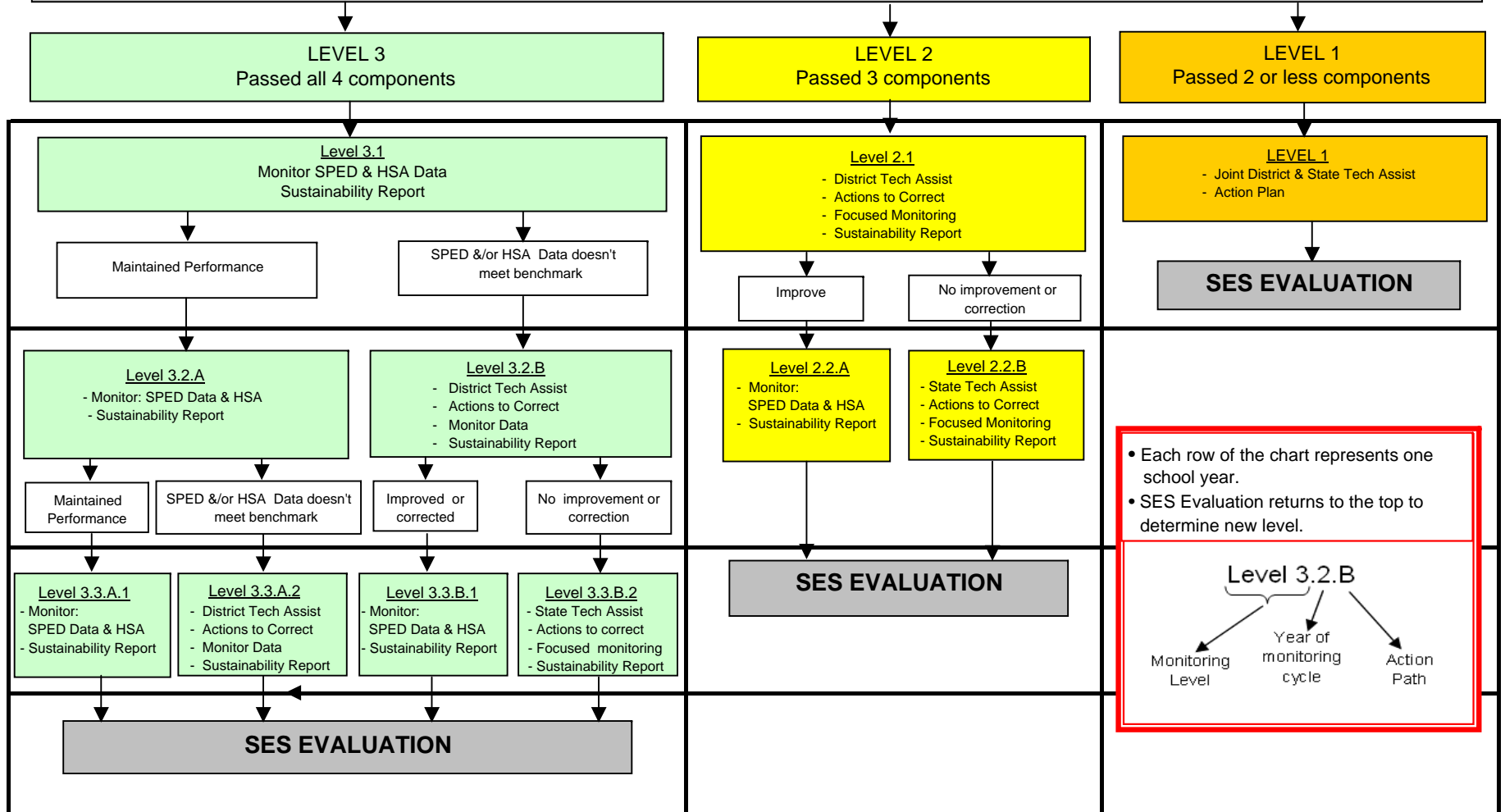
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c: Assistant Superintendents  
Branch Directors, Superintendent's Office  
Charter Schools Administrative Office  
Public Charter School Program Office  
Ms. Christina Donkervoet, Division Chief, Child and Adolescent Mental Health Division  
Ms. Sue Brown, Director, Early Intervention Section, Family Health Services Division  
Ms. Penelope Tom, Educational Specialist, Felix Consent Decree  
Office of Curriculum, Instruction and Student Support

## Continuous Integrated Monitoring & Improvement Process Cycle

### Special Education Services Evaluation

- **Case-based Reviews** (85% Benchmark)
- **Student File Review- Focused Checklist** (90% Benchmark)
- **Monthly Special Education Data** (Meet benchmarks 8 out of 10 months or 5 final consecutive months)
- **Hawai'i State Assessment: Participation** (95% participation SPED students in reading & math)



## Findings

Internal Reviews were conducted in the first quarter in 10 of the 41 complexes, which is roughly a quarter of the complexes that will conduct Internal Reviews this school year. The sample for review included 140 students, including youth served by the schools, the Family Guidance Centers, and the Early Intervention system.

In the quarter, 99% of the complexes conducting Internal Reviews achieved the targeted goal for acceptable system performance. Eight of the ten complexes achieved 100% acceptable system performance results for the students reviewed. The goal is to achieve a rating of acceptable System Performance for 85% of students reviewed. Overall child status was acceptable for 95% of the students that were reviewed. Nine out of the ten complexes met the performance goal for child status.

Below are the Statewide results for all Internal Reviews conducted in the first quarter (July 2006-September 2006):

STATE TOTAL n=140		
<b>Test Outcome 1:</b> + Child + System Performance <b>95% (n=133)</b>	<b>Test Outcome 2:</b> - Child + System Performance <b>4% (n=5)</b>	<b>99% (n=138)</b>
<b>Test Outcome 3:</b> + Child - System Performance <b>0% (n=0)</b>	<b>Test Outcome 4:</b> - Child - System Performance <b>1% (n=2)</b>	
<b>95% (n=133)</b>		

Table 1. Statewide Internal Review Results (First Quarter, Fiscal Year 2007)

Child Status and System Performance results for each complex reviewed in the first quarter (July 2006-September 2006) Internal Reviews are displayed below in Table 2.

Table 2. Results of Internal and External Reviews for Child Status and System Performance (First Quarter, FY 2007)

Complex	Date	Sample Size	Child Status SY 2006-2007	System Performance SY 2006-2007
Kohala	August 28-September 1, 2006 (E)	13	92%	92%
Farrington	August 28-September 1, 2006 (I)	19	95%	95%
Lanai	September 5-8, 2006 (E)	13	100%	100%
Waialua	September 5-8, 2006 (E)	12	100%	100%
Pearl City	September 11-15, 2006 (E)	17	100%	100%
Kapa'a (East Kauai)	September 11-15, 2006 (E)	13	100%	100%
Pahoa	September 18-22, 2006 (E)	12	83%	100%
Kahuku	September 18-22, 2006 (I)	13	100%	100%
Aiea	September 25-29, 2006 (E)	13	85%	100%
McKinley	September 25-29, 2006 (I)	15	93%	100%

Note: E=External Review and I=Internal Review

One complex, Pahoia, did not meet the performance target. Child status for the Pahoia Complex was acceptable for 83% of the youth reviewed, which was just short of meeting the goal of 85%. Two of the cases found to have unacceptable child status were at the high school level receiving care coordination from the Family Guidance Center. All ten complexes met the goal for system performance. Pahoia complex did meet the goal with 100% of cases reviewed found to have acceptable system performance. A corrective action plan with targeted strategies for improving areas of concern identified in the review has been developed by the complex team. Last year, Pahoia did well in the Internal Reviews, with 100% child status, and 93% system performance scores.

## Description of the Samples

There were a total of 140 students reviewed in the quarter. Table 3 shows the distribution of cases reviewed across school levels and Early Intervention.

Table 3. Distribution of the Sample (First Quarter, FY 2007)

	High School	Middle School	Elementary School	Early Intervention	1st Quarter
Kohala	4	4	4	1	13
Farrington	5	5	9	0	19
Lanai	4	3	5	1	13
Waialua	5	3	4	0	12
Pearl City	5	3	8	1	17
Kapa'a (East Kauai)	4	4	4	1	13
Pahoia	6	3	3	0	12
Kahuku	4	3	5	1	13
Aiea	4	3	5	1	13
McKinley	4	2	8	1	15
<b>Total</b>	45	33	55	7	140

Further description of the sample is presented in Table 4. Sampling guidelines call for samples to be based on 2% of the IDEA population and 1% of the 504-student population.

Table 4. Description of the Sample (First Quarter, FY 2007)

	CAMHD	IDEA/ 504 with Counseling	IDEA/ without Counseling	Early Intervention	1st Quarter
Kohala	3	2	7	1	13
Farrington	2	7	10	0	19
Lanai	0	5	7	1	13
Waialua	2	3	7	0	12
Pearl City	3	3	10	1	17
Kapa'a (East Kauai)	3	3	6	1	13
Pahoia	3	2	7	0	12
Kahuku	3	2	7	1	13
Aiea	3	3	6	1	13
McKinley	0	6	8	1	15
<b>Total</b>	22	36	75	7	140

Of the total number of cases reviewed in the first quarter (N=140), 16% were receiving care coordination from the Child and Adolescent Mental Health Division (CAMHD) through the Family Guidance Centers. Overall, 26% were classified as “IDEA or 504 with Counseling.” Students classified as “IDEA without Counseling” comprised 54% of the sample. The remaining 5% were receiving Early Intervention services. No children were reviewed from Early Intervention in the Farrington, Waialua, or Pahoa Complexes, or roughly a third of the complexes reviewed. There were no FGC youth reviewed in the Lanai and McKinley complexes.

This distribution does not meet the requirements for sampling distribution set by the State for all complexes. The state offices selecting the sample did adhere to the established process for establishing the sample where every effort was made to include the original youths picked through a random sampling process. In a number of complexes, the selected youth fell off the sample due to having moved out of the complex, or having siblings in the sample, or there were too few CAMHD or Early Intervention youths in the complex.

Table 5 displays the range of IDEA eligibility categories that were represented in the samples. The 140 youth reviewed represented the 14 IDEA eligibility categories, 504 Felix students, and children who are categorized as Early Intervention IDEA. The largest percentage of youth was in the category of Specific Learning Disability (39%). Emotional Disturbance (16%) and Other Health Impairments (11%) were the next most frequent.

Table 5. Eligibility Categories (First Quarter, FY 2007)

	Kohala	Farrington	Lanai	Waialua	Pearl City	Kapa'a (East Kauai)	Pahoa	Kahuku	Aiea	McKinley	Total
Autism	1	1		1	1	1	1	1	1	1	9
Deaf/Blindness											0
Deafness											0
Developmental Delay	1	2		1	1		1	1	1	1	9
Emotional Disturbance	2	4	1	2	3	3	3	3	1	1	23
Hearing Impairment			1							1	2
Mental Retardation		2		1	1	1		1		1	7
Multiple Disabilities					1						1
Orthopedic Impairment											0
Other Health Impairments	1	2	4	1	1	2	1		2	2	16
Specific Learning Disability	6	7	5	5	6	4	5	5	5	6	54
Speech/Language Impairment			1						1		2
Traumatic Brain Injury											0
Visual Impairment					1						1
504 Felix	1	1		1	1	1	1	1	1	1	9
IDEA, Early Intervention	1		1		1	1		1	1	1	7
<b>1st Quarter</b>	<b>13</b>	<b>19</b>	<b>13</b>	<b>12</b>	<b>17</b>	<b>13</b>	<b>12</b>	<b>13</b>	<b>13</b>	<b>15</b>	<b>140</b>

## Participants

A total of 137 school, Family Guidance Center (FGC), and community members, including parents or community members in two complexes, participated in the Internal Reviews conducted in the reporting quarter. The participants represented 30 different role groups. The largest group represented was Resource Teachers (23), followed by School Counselors (21), DOE Contracted Mentors (20), Special Education Teachers (19), and Student Services Coordinators (11). There was some duplication in counts for State-level DOE staff, CAMHD Performance Management staff, and Quality Assurance Specialists, who participate in multiple complex reviews.



Table 6. Internal Review Participants (First Quarter, FY 2007)

	Kohala	Farrington	Lanai	Waialua	Pearl City	Kapa'a (East Kauai)	Pahoa	Kahuku	Aiea	McKinley	Total
Counselor (School, Special Education, High Risk, Academic, 504, Department Chair)		16						3		2	21
Educational Assistant		1									1
Principal		3									3
Vice Principal		4						3			7
Psychological Examiner											0
DOE Contracted Mentors	2	3	1	1	3	1	2	1	5	1	20
DOE Contracted: Others											0
Resource Teacher (State, District, Complex, PSAP, Student Support, Literacy, CSSS)	3	3	2	2	2	2	3	1	2	3	23
SBBH Therapist, Manager		1									1
Psychologist (District, Complex, School)											0
Special Education Department Chair										1	1
Special Education Teacher (including Pre-School Teacher)		5						1		13	19
Speech Language Pathologist											0
Student Services Coordinator		4						4		3	11
Teacher (General Ed, Title I, Reading, Transition, GT)		1								7	8
Coordinator (Evaluation, School Health, SID, Curriculum, Literacy, Rise)		1									1
School Assessment Liaison, SAC											0
Librarian, Reading Specialist											0
Autism Consultant											0
Special Education Director, Educational Specialist, School Renewal Specialist, District Educational Specialist, Retired Administrator, DOE Administrator		1	1		1			1			4
Social Worker											0
Parent/Community Member, UH Faculty Member	1									1	2
Branch Chief, Clinical Director, Mokihana Director						1					1
CAMHD Program Manager, Supervisor										1	1
Quality Assurance Specialist, DOH				1		1				1	3
Family Support Worker, FGC											0
Mental Health Care Coordinator, Mentor											0
Mental Health Supervisor											0
Public Health Nurse											0
Early Intervention Personnel	1		1		1	2		2	2	1	10
<b>1st Quarter Total Participants</b>	<b>7</b>	<b>43</b>	<b>5</b>	<b>4</b>	<b>7</b>	<b>7</b>	<b>5</b>	<b>16</b>	<b>9</b>	<b>34</b>	<b>137</b>

## Review Outcomes and Trends

### ***Statewide Child Status and System Performance Findings***

All of the complexes reviewed in the quarter performed acceptably well scoring either 92% or higher in performance of their local service systems. Ninety-five or 9 of the 10 complexes did well across measures of child status. There were no noticeable concerns identified through examination of the data.

### ***Pahoa Performance Findings***

Pahoa met the performance goal for system performance, but not for child status. Child status was only 2% under the goal. Stability was a core issue impacting a third of the youth that were reviewed. There were no notable trends among the other indicators of child status or system performance that could be determined through examination of the overall results for the complex. Further analysis of the results for individual youth reviewed indicates substantial concerns in several areas.

Table 7. Child Status Results by Agency Involvement (First Quarter, FY 2007)

Complex		Early Intervention	FGC Care Coordinated	IDEA/ 504 with Counseling	IDEA/ without Counseling
Pahoa	Acceptable	0	1	2	7
	Unacceptable	0	2	0	0

Both youth that had unacceptable child status were receiving case management services through the Hawaii Family Guidance Center (FGC). Both were high school aged. Review of the case write-up for one of the students, although system performance was rated as acceptable, indicates unaddressed therapeutic needs for the youth and family. The other youth had a substantially serious status issue, and a very poor prognosis of improving over the next few months. Across the indicators of “finding what works” there were unacceptable performance findings including focal situation, change, academic achievement, risk reduction, successful transitions, and overall results. It is recommended that this youth’s team meet immediately to explore how they can better impact results in these key areas, and find alternative strategies to assist this youth who is at considerable risk for academic failure and long-term involvement with the juvenile justice system.

## Summary

Based on the scores from the Internal Reviews conducted in the first quarter, the state continues to demonstrate that the vast majority of youths with special needs continue to do well, and consistently receive services that are well coordinated, well implemented, and are producing positive results. System performance has been acceptable for 99% of the 140 students that have been reviewed this school year through the first quarter. A full 95% were found to have acceptable child status. At least one complex, Pahoa, will need technical assistance to assure that services are able to impact success for all students.

## Complex Data

The following section provides a “profile” of each complex reviewed over the first quarter of fiscal year 2007 (July 2006-September 2006). Presented are data by complex on Internal Reviews and core indicators for the Family Guidance Centers and schools. Data are current for the quarter the Internal Review occurred. Family Guidance Center data include number and percentage of clients: 1) in out of state treatment settings, 2) in out of home treatment, 3) with service delivery gaps, 4) with complaints, and 5) who have current CSPs. Also included are data on the 6) sample size of CSPs that were audited with a CSP quality instrument, and 7) the percentage of those with overall acceptable quality. 8) Staffing vacancies in the FGC for the complex are also presented. School data for each complex include 1) number of service gaps, 2) percentage of referrals that were processed within timelines, 3) number of written and telephone complaints received by the State Office, 4) number of hearing requests, and 5) percentage of special education teachers that are certified. Also presented are data on 6) suspensions (regular education to special education numbers and ratios).

## Kohala August-September 2006

### Internal Review Results

n=13

<b>Test Outcome 1:</b> + Child + System Performance  <b>92% (n=12)</b>	<b>Test Outcome 2:</b> - Child + System Performance  <b>0% (n=0)</b>	<b>92% (n=12)</b>
<b>Test Outcome 3:</b> + Child - System Performance  <b>0% (n=0)</b>	<b>Test Outcome 4:</b> - Child - System Performance  <b>8% (n=1)</b>	

92%  
(n=12)

### Family Guidance Center

Family Guidance Center	#	# of Clients	Performance
Mainland Placements	0	9	0%
Out of Home	1	9	11%
Service Delivery Gaps	0	9	0%
Complaints	0	9	0%
CSP Timelines	8	9	89%

# Allocated	# Occupied	% Filled
1	0	0%

### School Data

Service Gaps	% Timelines	Written Complaints	Telephone Complaints	Hearing Requests	% Qualified Teachers
0	100	0	0	0	86

Complex	Regular Education		Special Education		Special Education and Regular Education Suspension Ratio	
	Enrolled Students	Suspensions	Enrolled Students	Suspensions	Regular Education Suspension Ratio	Special Education Suspension Ratio
<b>Totals</b>	734	5	162	4	.95	3.09

\* State Average = 88% Regular Education and 12% Special Education

## Farrington August-September 2006

### Internal Review Results

n=19

<b>Test Outcome 1:</b> + Child + System Performance  <b>95% (n=18)</b>	<b>Test Outcome 2:</b> - Child + System Performance  <b>0% (n=0)</b>	<b>95% (n=18)</b>
<b>Test Outcome 3:</b> + Child - System Performance  <b>0% (n=0)</b>	<b>Test Outcome 4:</b> - Child - System Performance  <b>5% (n=1)</b>	

95%  
(n=18)

### Family Guidance Center

Family Guidance Center	#	# of Clients	Performance
Mainland Placements	0	28	0%
Out of Home	3	28	11%
Service Delivery Gaps	0	28	0%
Complaints	0	28	0%
CSP Timelines	24	28	86%

# Allocated	# Occupied	% Filled
4	4	100%

### School Data

Service Gaps	% Timelines	Written Complaints	Telephone Complaints	Hearing Requests	% Qualified Teachers
1	100	0	1	0	89.7

Complex	Regular Education		Special Education		Special Education and Regular Education Suspension Ratio	
	Enrolled Students	Suspensions	Enrolled Students	Suspensions	Regular Education Suspension Ratio	Special Education Suspension Ratio
<b>Totals</b>	7511	56	770	10	1.08	1.82

\* State Average = 88% Regular Education and 12% Special Education



## Lanai September 2006

### Internal Review Results

n=13

<b>Test Outcome 1:</b> + Child + System Performance  <b>100% (n=13)</b>	<b>Test Outcome 2:</b> - Child + System Performance  <b>0% (n=0)</b>	<b>100% (n=13)</b>
<b>Test Outcome 3:</b> + Child - System Performance  <b>0% (n=0)</b>	<b>Test Outcome 4:</b> - Child - System Performance  <b>0% (n=0)</b>	

**100%  
(n=13)**

### Family Guidance Center

Family Guidance Center	#	# of Clients	Performance
Mainland Placements	0	1	0%
Out of Home	0	1	0%
Service Delivery Gaps	0	1	0%
Complaints	0	1	0%
CSP Timelines	1	1	100%

# Allocated	# Occupied	% Filled
0.5	0.5	100%

### School Data

Service Gaps	% Timelines	Written Complaints	Telephone Complaints	Hearing Requests	% Qualified Teachers
0	100	0	0	0	100

Complex	Regular Education		Special Education		Special Education and Regular Education Suspension Ratio	
	Enrolled Students	Suspensions	Enrolled Students	Suspensions	Regular Education Suspension Ratio	Special Education Suspension Ratio
<b>Totals</b>	485	0	127	2	0.00	3.15

\* State Average = 88% Regular Education and 12% Special Education

## Waialua September 2006

### Internal Review Results

n=12

<b>Test Outcome 1:</b> + Child + System Performance  <b>100% (n=12)</b>	<b>Test Outcome 2:</b> - Child + System Performance  <b>0% (n=0)</b>	<b>100% (n=12)</b>
<b>Test Outcome 3:</b> + Child - System Performance  <b>0% (n=0)</b>	<b>Test Outcome 4:</b> - Child - System Performance  <b>0% (n=0)</b>	

**100%  
(n=12)**

### Family Guidance Center

Family Guidance Center	#	# of Clients	Performance
Mainland Placements	0	6	0%
Out of Home	0	6	0%
Service Delivery Gaps	0	6	0%
Complaints	0	6	0%
CSP Timelines	6	6	100%

# Allocated	# Occupied	% Filled
1	1	100%

### School Data

Service Gaps	% Timelines	Written Complaints	Telephone Complaints	Hearing Requests	% Qualified Teachers
0	100	0	1	0	80

Complex	Regular Education		Special Education		Special Education and Regular Education Suspension Ratio	
	Enrolled Students	Suspensions	Enrolled Students	Suspensions	Regular Education Suspension Ratio	Special Education Suspension Ratio
<b>Totals</b>	1206	2	207	2	.41	2.42

\* State Average = 88% Regular Education and 12% Special Education

## Pearl City September 2006

### Internal Review Results

n=17

<b>Test Outcome 1:</b> + Child + System Performance  <b>100% (n=17)</b>	<b>Test Outcome 2:</b> - Child + System Performance  <b>0% (n=0)</b>	<b>100% (n=17)</b>
<b>Test Outcome 3:</b> + Child - System Performance  <b>0% (n=0)</b>	<b>Test Outcome 4:</b> - Child - System Performance  <b>0% (n=0)</b>	

**100%  
(n=17)**

### Family Guidance Center

Family Guidance Center	#	# of Clients	Performance
Mainland Placements	0	15	0%
Out of Home	3	15	20%
Service Delivery Gaps	0	15	0%
Complaints	0	15	0%
CSP Timelines	15	15	100%

# Allocated	# Occupied	% Filled
1	1	100%

### School Data

Service Gaps	% Timelines	Written Complaints	Telephone Complaints	Hearing Requests	% Qualified Teachers
0	92	0	0	0	92.5

Complex	Regular Education		Special Education		Special Education and Regular Education Suspension Ratio	
	Enrolled Students	Suspensions	Enrolled Students	Suspensions	Regular Education Suspension Ratio	Special Education Suspension Ratio
<b>Totals</b>	5904	26	709	17	.63	2.96

\* State Average = 88% Regular Education and 12% Special Education

## Kapa'a (East Kauai) September 2006

### Internal Review Results

n=13

<b>Test Outcome 1:</b> + Child + System Performance  <b>100% (n=13)</b>	<b>Test Outcome 2:</b> - Child + System Performance  <b>0% (n=0)</b>	<b>100% (n=13)</b>
<b>Test Outcome 3:</b> + Child - System Performance  <b>0% (n=0)</b>	<b>Test Outcome 4:</b> - Child - System Performance  <b>0% (n=0)</b>	

**100%  
(n=13)**

### Family Guidance Center

Family Guidance Center	#	# of Clients	Performance
Mainland Placements	0	102	0%
Out of Home	28	102	27%
Service Delivery Gaps	0	102	0%
Complaints	0	102	0%
CSP Timelines	98	102	96%

# Allocated	# Occupied	% Filled
3	3	100%

### School Data

Service Gaps	% Timelines	Written Complaints	Telephone Complaints	Hearing Requests	% Qualified Teachers
0	100	0	0	0	81.3

Complex	Regular Education		Special Education		Special Education and Regular Education Suspension Ratio	
	Enrolled Students	Suspensions	Enrolled Students	Suspensions	Regular Education Suspension Ratio	Special Education Suspension Ratio
<b>Totals</b>	2884	31	381	18	1.46	6.82

\* State Average = 88% Regular Education and 12% Special Education

## Pahoa September 2006

### Internal Review Results

n=12

<b>Test Outcome 1:</b> + Child + System Performance  <b>83% (n=10)</b>	<b>Test Outcome 2:</b> - Child + System Performance  <b>17% (n=2)</b>	<b>100% (n=12)</b>
<b>Test Outcome 3:</b> + Child - System Performance  <b>0% (n=0)</b>	<b>Test Outcome 4:</b> - Child - System Performance  <b>0% (n=0)</b>	

83%  
(n=10)

### Family Guidance Center

Family Guidance Center	#	# of Clients	Performance
Mainland Placements	0	41	0%
Out of Home	12	41	29%
Service Delivery Gaps	0	41	0%
Complaints	0	41	0%
CSP Timelines	31	41	76%

# Allocated	# Occupied	% Filled
2.4	1.2	50%

### School Data

Service Gaps	% Timelines	Written Complaints	Telephone Complaints	Hearing Requests	% Qualified Teachers
0	100	0	0	0	82

Complex	Regular Education		Special Education		Special Education and Regular Education Suspension Ratio	
	Enrolled Students	Suspensions	Enrolled Students	Suspensions	Regular Education Suspension Ratio	Special Education Suspension Ratio
<b>Totals</b>	1707	42	316	27	3.87	9.50

\* State Average = 88% Regular Education and 12% Special Education



## Kahuku September 2006

### Internal Review Results

n=13

<b>Test Outcome 1:</b> + Child + System Performance  <b>100% (n=13)</b>	<b>Test Outcome 2:</b> - Child + System Performance  <b>0% (n=0)</b>	<b>100% (n=13)</b>
<b>Test Outcome 3:</b> + Child - System Performance  <b>0% (n=0)</b>	<b>Test Outcome 4:</b> - Child - System Performance  <b>0% (n=0)</b>	

100%  
(n=13)

### Family Guidance Center

Family Guidance Center	#	# of Clients	Performance
Mainland Placements	1	33	3%
Out of Home	3	33	9%
Service Delivery Gaps	1	33	3%
Complaints	0	33	0%
CSP Timelines	14	24	58%

# Allocated	# Occupied	% Filled
3	2	67%

### School Data

Service Gaps	% Timelines	Written Complaints	Telephone Complaints	Hearing Requests	% Qualified Teachers
0	100	0	0	1	81.9

Complex	Regular Education		Special Education		Special Education and Regular Education Suspension Ratio	
	Enrolled Students	Suspensions	Enrolled Students	Suspensions	Regular Education Suspension Ratio	Special Education Suspension Ratio
<b>Totals</b>	3365	21	432	14	.59	4.63

\* State Average = 88% Regular Education and 12% Special Education

## Aiea September 2006

### Internal Review Results

n=13

<b>Test Outcome 1:</b> + Child + System Performance  <b>85% (n=11)</b>	<b>Test Outcome 2:</b> - Child + System Performance  <b>15% (n=2)</b>	<b>100% (n=13)</b>
<b>Test Outcome 3:</b> + Child - System Performance  <b>0% (n=0)</b>	<b>Test Outcome 4:</b> - Child - System Performance  <b>0% (n=0)</b>	

85%  
(n=11)

### Family Guidance Center

Family Guidance Center	#	# of Clients	Performance
Mainland Placements	0	13	0%
Out of Home	0	13	0%
Service Delivery Gaps	0	13	0%
Complaints	0	13	0%
CSP Timelines	13	13	100%

# Allocated	# Occupied	% Filled
1	1	100%

### School Data

Service Gaps	% Timelines	Written Complaints	Telephone Complaints	Hearing Requests	% Qualified Teachers
0	100	0	0	0	90.5

Complex	Regular Education		Special Education		Special Education and Regular Education Suspension Ratio	
	Enrolled Students	Suspensions	Enrolled Students	Suspensions	Regular Education Suspension Ratio	Special Education Suspension Ratio
<b>Totals</b>	4089	3	452	6	.10	1.55

\* State Average = 88% Regular Education and 12% Special Education

## McKinley September 2006

### Internal Review Results

n=15

<b>Test Outcome 1:</b> + Child + System Performance <b>93% (n=14)</b>	<b>Test Outcome 2:</b> - Child + System Performance <b>7% (n=1)</b>	<b>100% (n=15)</b>
<b>Test Outcome 3:</b> + Child - System Performance <b>0% (n=0)</b>	<b>Test Outcome 4:</b> - Child - System Performance <b>0% (n=0)</b>	

93%  
(n=14)

### Family Guidance Center

Family Guidance Center	#	# of Clients	Performance
Mainland Placements	0	10	0%
Out of Home	1	10	10%
Service Delivery Gaps	0	10	0%
Complaints	0	10	0%
CSP Timelines	9	10	90%

# Allocated	# Occupied	% Filled
4	4	100%

### School Data

Service Gaps	% Timelines	Written Complaints	Telephone Complaints	Hearing Requests	% Qualified Teachers
0	56	0	0	0	94.6

Complex	Regular Education		Special Education		Special Education and Regular Education Suspension Ratio	
	Enrolled Students	Suspensions	Enrolled Students	Suspensions	Regular Education Suspension Ratio	Special Education Suspension Ratio
<b>Totals</b>	5310	20	483	10	.43	2.07

\* State Average = 88% Regular Education and 12% Special Education